6.6   **The schools are orderly; students and staff indicate they feel safe at school**.

1.   A written code of conduct which specifies acceptable student behavior, consequences, and discipline procedures and which includes appropriate measures to ensure the safety of students to and from school, during school, and during school-sponsored activities is distributed to teachers, parents, and students.

2.   Students and staff indicate they feel safe at school.

3.   Standards of conduct are enforced consistently**, and violence-prevention training has been implemented**.

4.   Data is gathered on student violence and substance abuse, and is used to modify programs and strategies to ensure safe and orderly schools.

6.7 **Professional development is an integral part of the educational program and all school improvement initiatives.**

1. The district provides intensive, on going professional development activities that address curriculum and the instructional practices related to student achievement issues identified in the Comprehensive School Improvement Plan (CSIP).

2. For all staff members, professional development is an integral part of their job responsibilities and expectations.

3. The district has identified a set of instructional strategies designed to meet the assessed needs of students, and has made a long-term commitment to focus its professional development activities on implementing and reinforcing these strategies.

4. The district collects and utilizes information regarding the effectiveness of its professional development program in improving instruction and student achievement.

5. The district has a written plan for professional development ~~which~~ **that** includes the following **components**:
   -PDC policies and procedures (including~~, but not limited to, mentoring provisions,~~ PDC membership criteria, reimbursement procedures, request procedures, etc.)
   -**professional development** program objectives aligned with the **Comprehensive School Improvement Plan (**CSIP**)**
   -evaluation criteria for the overall professional development program
   -descriptions of the planned professional development activities ~~which~~ **that** are directly related to areas of needed student improvement and aligned with the district's CSIP
   -**specific mentoring provisions (including a scope and sequence for the program, allocated resources, a description of all participants' responsibilities, and evaluation processes and procedures)**
   -provisions for complying with specific **professional development** program requirements, and all rules, regulations, and legislation related to professional development funding

6. The district provides substantial time and resources for the professional development of all staff members.

7.2 **The district identifies gifted/talented students at all grade levels and provides them differentiated instruction suitable for their levels of intellectual and social maturity.**

1. Written procedures are in place to systematically identify **and serve** gifted/talented students in all grades.

2. Gifted education services are designed to provide identified students with instructional objectives and strategies that are appropriate to their identified needs and are provided on a continuing basis as these students progress through the grades.

3. **A written curriculum for the state-assisted gifted education program has been designed and implemented. This curriculum is aligned to the Show-Me Standards, is intellectually and affectively engaging, and is taught in a meaningful context.**

8.3 **The board has adopted a current set of policies and procedures, meets regularly, and has secured the required training for its members.**

1. The district has established policies and procedures which are required in order for a district to receive federal or state funding and which guide district decision making.

2. The local board of education meets regularly in accordance with applicable statutes, keeps accurate and complete records of its decisions, and makes the records of all open meetings available for public review.

3. Policymaking functions are carried out by the board of education, while administrative functions are carried out by the superintendent and the staff. All formal contact between the board and the staff is channeled through the superintendent.

4. Members of the board of education elected or appointed after August 1993 **must** complete 16 hours or more of orientation and training within one year of their election or appointment. The orientation and training program must be approved by the State Board of Education.

5. The district reports dropouts from school to the Missouri Literacy Hotline.

(new standard and indicators)

8.7   The district employs appropriate procedures to ensure the accurate and timely reporting of required data to state and federal agencies.

1.   **The district reports Core Data as required for each reporting period.**

2.   **The district completes and submits self-monitoring documents to state and federal programs.**

3.   **The district reports dropouts from school to the Missouri Literacy Hotline.**

4.   **The district reviews the Annual Performance Report and submits any needed corrections promptly.**

5.   **The district reports suspected child abuse and neglect to the Child Abuse or Neglect Hotline.**

6.   **The district makes reports required by the Safe Schools Act and the Safe and Drug-Free Schools and Communities program.**

8.10 **The district's facilities are safe.**

1. Safety and emergency devices are in place and operational.

2. Staff members and students are trained in the safe and proper use of all safety and emergency devices where applicable.

3. The district has developed, implemented, and documented safety procedures, which include:
    -safety inspections for buildings and grounds
    -appropriate safety/emergency drills
    -a reporting system for accidents
    -security and crisis management plans for each building
    -violence-prevention training for the staff

PERFORMANCE STANDARDS FOR K-12 DISTRICTS

9.1   <u>General Academic Achievement</u> - **The district has implemented the Missouri Assessment Program (MAP) to measure academic achievement and can demonstrate improvement in the performance of its students over time.**

    1.   **The district's students achieve a high level of performance or demonstrate improvement in performance on the MAP.**

    2.   **The percent of students tested on the MAP in each subject/grade is maintained at a high level.**

    3.   **Districts with students in any group that is identified statewide as a racial/ethnic minority at any grade level tested by MAP must demonstrate improvement in that minority population's achievement which is equal to or greater than the achievement of the non-minority population.**

9.2   <u>Reading Achievement</u> **- The district's students achieve a high level of performance in reading or demonstrate improvement.**

9.3   <u>Scholastic Preparedness</u> **- The percent of students scoring at or above the national mean on the American College Testing (ACT) program is high or increasing.**

9.4   <u>Career Preparation</u> **- The percent of students demonstrating adequate preparation for postsecondary education and/or employment is high or increasing.**

    1.   **The percent of credits taken by juniors and seniors in Department-designated advanced classes is high or increasing.**

    2.   **The percent of credits taken by juniors and seniors in Department-designated vocational classes is high or increasing.**

    3.   **The percent of students who attend postsecondary education within six months of graduating is high or increasing.**

    4.   **The percent of students who complete vocational education programs approved by the Department of Elementary and Secondary Education and are placed in occupations relating to their training, continue their education, or are in the military services is high or increasing.**

9.5   <u>Graduation Rate</u> **- The percent of students who persist in their efforts to complete an educational program is high or increasing.**

9.6   <u>Attendance Rate</u> **- The percent of students who regularly attend school is high or increasing.**